**Art III: Advanced intermediate art**
Instructor: Krista C. Staton krista.staton@bvcps.net
Parry McCluer High School
Welcome! I am excited to have you in my class and look forward to working with you. Please read through this document thoroughly, share it with your guardian(s), and ask me any questions you may have. You will be responsible for upholding the guidelines set out below.

**How to stay up-to-date:**
**Class Website**: <http://pmhsartstudio.weebly.com>
“Like” **BVCPS Visual and Performing Arts** on Facebook
Follow @pmhsartdept on Instagram

**Course Description: Art III** GRADES: 10-12 Credit: 1 UnitThe advanced art student is required to work independently in many phases of art. In consultation with the teacher, students establish an appropriate schedule of the required study areas each nine weeks. Area of greatest strength or interest may be studied in depth through independent studies by each student. Students apply various concepts of design/color in developing all works of art. The advanced students will prepare their artwork for exhibition. Students also learn to constructively critique works of art. Students will maintain self-directed sketchbooks directly related to their independent research. Students will use their developed advanced skills to independently embark in art making.
My hope is that students will gain an understanding of themselves and the world around them through hands-on art making and the study of artists situated in many cultures. My goal is for students to develop an appreciation for good citizenship through mutual respect of peers and their artwork and consistent work ethic through the exploration of ideas through media. Students will learn to set goals and high expectation for themselves and exhibit commitment to tasks, especially through difficult times in their growth. Students will practice formulating new ideas, innovative thinking, teamwork, and become visually literate, all skills that will contribute to their success in a global economy.

**Course Objectives**The student will…

1. Understand “big ideas” in theme-based art education and begin to integrate meaningful concepts into their art making.

2. Develop confidence in the use of elements and principles and the Virginia Standards of Learning for fine arts throughout the course.

3. Use knowledge of art history, aesthetics, art production, and visual culture acquired in the course to make connections between history and the present day.

4. Demonstrate a high order of competence in areas such as:

a.   communicating orally in class critiques and discussions

b.   demonstrating techniques in a variety of art media

d.   maintaining safety in the art classroom by following rules and procedures laid out by the teacher

g.   working cooperatively and productively with peers, teacher, and administrators

5. Develop awareness for the integration of visual arts education as a significant part of the learning process in both art and non-art content areas.

6. Demonstrate an increased competence in a variety of art concepts, carried out in multiple art media.

7. Develop a portfolios that reflects growth and commitment

**Grades**Nine-week grades will be determined by averaging grades on projects, Bell Work, sketchbooks, FAW (focused, attentive work), and quarterly assessments.  Project grades will be based on specific criteria given with the art assignment. Deadlines will be set to allow a reasonable amount of time to complete projects. Point deductions will increase with each class block the assignment is tardy. Assignments turned in after the marking period will not be recorded for credit.

**Categorical Weights**Bell Work and Sketchbooks………20%
Focused, Attentive Work/Classwork………......25%
Projects…………………………….25%
Quarterly Assessments…………….30%\*A final, cumulative exam is weighted 20% of the over-all final grade.

**Bell Work AND Sketchbooks**
Bell work is a daily routine in art class. Students should expect to always begin bell work upon entering the room. The student should come to class on time and go straight to the board where the assigned class is written. The board will have instructions for bell work. This may require the student to go to the labeled folder by the door under “BELL WORK” to grab an activity. The activity should be turned in to the turn-in station after completion unless otherwise specified. Bell work that is tardy, incomplete, unsigned, or not turned into the turn-in station will result in a “0” unless other arrangements are made. Students are responsible for purchasing and having their sketchbooks in class daily and turning them in on time when they are due. A cabinet will be provided for students who wish to store their sketchbooks in the art room. I will not look for lost sketchbooks.

**Art 1-4** students will have to complete visual journal assignments in their sketchbooks that will be graded at the end of each quarter. This will be a two-page spread in their sketchbooks that they will be given time to work on in between major projects throughout the quarter. Students will be provided a prompt, a rubric, and ideas for how to complete the visual journal each quarter, in addition to sufficient time to complete the pages. Ten points are deducted from the 60-point grade each day the visual journal is late. The visual journal due dates are as follows:

October 7&8, December 18&19, March 5&6, and May 4&5
(Two days are provided to account for the A/B day schedule. Students will be told which day falls on the “A” or “B” schedule in advance.)

**Focused, Attentive Work or “FAW”**
A large component of the art curriculum is art production for display. Students are given time to complete their artwork during class. Students who misuse their studio time will have points deducted from their FAW, or focused, attentive work grade. In order to receive all FAW points, students must be working on the assigned task, sitting in their designated seats, prepared for class, and respectful of their peers’ learning environment. If students receive a poor score for focused attentive work (FAW), they may only earn points back on the grade with their time (Blue’s Academy, lunch detention, or after school detention).

**Projects**
Projects are graded on a graduated rubric that students will be provided at the lesson introduction. The rubric requirements are unique to each project, but consistently include:
- Concept: Does the project demonstrate the concept or theme for the lesson? Does it have an identifiable idea behind it?
- Design: Does the design of the project contribute to the concept? Are considerations made to create a visually appealing sculpture? Were considerations made for composition and elements and principles? Is the project well executed?
Craftsmanship: Is the project well crafted? Is the project neat and clean? Is the project sturdy and secure? Is it display-ready? Has time been put into the creation of the project?
- Effort/Completion: The project is complete, detailed, finished, well executed, the chosen medium was used properly, and class time was used wisely.
- Artist Statement: The written statement includes title, medium, concept, and process

Students will be provided with the grading rubric, tools, and media to be successful on projects. Technique and safety demonstrations will be given to ensure students are comfortable with art media.
\* If students choose to use approved materials outside of what is provided in the classroom, it is their responsibility to bring them to school. If art materials are misused or wasted, they will not be replaced this year.

**Quarterly Assessments**
Assessments will track student progress each 9-weeks. Assessments will take different forms depending on the content covered in each quarter. Students will be provided with a study guide, rubric, or outline to ensure their understanding of the assessment.

**Critiques/PARTICIPATION**Critiques will follow projects in class and coincide with the study of artists throughout history. Critiques are not intended to direct criticism at your peers or artists. They are helpful and crucial in your development as young artists. Critiques are group discussions that give your peers and teacher an opportunity to share and discuss images in a respectful, organized fashion. Students who experience difficulty in speaking in front of peers will be accommodated for. Students who are absent on critique days will be provided a self-evaluation or an opportunity to share their projects when they return to school. Participation includes contributing to class dialogue, bringing materials to class, projecting a dedicated enthusiasm and commitment to your education in art. Mutually respecting one another’s opinions and values will be an expectation of your participation. Success in a class of this nature will require each student to be an active learner. Lack of participation will negatively affect focused, attentive work points.

**Absences**Being on time and present in class is imperative to creating mastering the content presented in the course and creating successful artwork. Excessive tardiness or absence will have a negative impact on student evaluation. Students who have unexcused absences or tardiness from class receive reduced credit for written work, and negatively impact his or her participation grade. In the event that a student has an excused absence or tardy, work assigned prior to the absence will be due on the day of return. Furthermore, if a student is present for a portion of the day, it is the student’s responsibility to find out what work has been missed. Previously announced assessments will be given immediately upon return to class. It is entirely the student’s responsibility to make up work and schedule assessments missed during extended absences (two or more days). Students will have three days to make up work missed during such absences.

**INTEGRITY**Cheating is unacceptable behavior - it is against the honor code and integrity of the school community, is unfair to all, and will not be tolerated. This includes, but is not limited to plagiarism, stealing ideas or work from another artist or classmate, using unauthorized materials, and sharing answers on any graded assignment. Students must complete their own projects, without help from their peers!

**Cell Phones and Electronic Devices**
PMHS will be following a strict “no cell phone” policy. If a student is caught using their cell phone outside of a specific designated time (noted by a sign posted in the front of the room and specific instructional directions), it will be turned into the office during the day for parent pick up. I understand that parents should contact the school if they need to get in touch with their student. I understand that I may never bring head phones to class and they will be collected upon first sight. Cell phones will ALWAYS be collected for assessments. Cell phones are not **required** or absolutely necessary for class at any time.

**Studio Conditions**
Over 100 art students circulate in and out of the art studio and there is simply no way for one teacher to keep the space in good condition without your help and responsibility. Failure to maintain an orderly workspace will result in tardiness to class, after school and/or lunch detention, a call home to parents, and other disciplinary measures depending on the severity.

**Professional courtesy**
There should be absolutely no talking during presentations, lesson introductions, or demonstrations. Always respect the speaker, whether it is the teacher or a peer who has the floor. Students should turn and face the presenter during critique, lecture, presentations, or demonstrations. Student should not ask to use permission to use the restroom or get up to sharpen a pencil during direct instruction.

**Consequences for Lack of Compliance**
A discipline log of all rule violations will be kept for each student who is unable to follow the guidelines for studio use above. An office referral, backed up by entries in the discipline log, will be sent to the office after the third warning. Parents will be contacted after the second offense, no matter how minor.
Students who are unable to meet these expectations or who are consistently off task will be required to stay in lunch or after-school detention complete any work they were not doing while off task. Obvious misuse or failure to respect studio materials or tools will be taken up with administration.

**The Gallery at the Wilford P. Ramsey Educational Center**
Students are **required** to attend at least 2 of the 4 art shows (Fall, Winter, Spring, and Final) **during gallery hours** (not during strength training or Ramsey Center practice). Art students must collect their work from the final art show. Failure to attend the shows or make proper arrangements with Mrs. Staton to see the work will result in grade impact. The tentative art show schedule is listed below, but students will be reminded weekly about the art shows and will receive a flyer for each show as it approaches. Up-to-date information can be found on the BVCPS Visual and Performing arts Facebook page.

Fall Art Show- HOURS October 12 9am-2pm (Mountain Day), October 31 from 4:30-7pm (Downtown Halloween)
Winter Art Show- HOURS December 5 5pm-7pm (Downtown Holiday Celebration)
Spring Art Show- HOURS March 3, 10, 24, and 31st from 5-7 pm and March 19 from 7-8 pm
Final Art Show- HOURS April 21 & 23 5-7pm \*Students are **required** to collect their artwork from the final show. If a student cannot attend either day, they MUST make arrangements with Mrs. Staton of **ahead** time.

**Closing Comments**Please do not hesitate to contact me at any times with questions or extra help. You may arrange a time to meet with me at any time during the year. Contact me with any questions at krista.staton@bvcps.net or by school phone at (540) 261-2127. I am here to help you!

**Please check PowerSchool regularly. If a parent or student needs a grade print-out, I am happy to provide that upon request at any time throughout the school year.**